

Using Campaign

Need an activity for.....?

Starter/main activity/plenary			Need an activity for teaching	Example activity
S	M	P		
✓	✓	✓	Mini enterprise	Scene 1 The Advertising Agency Scene 2 Creative Brief Scene 3 Desktop Publishing Scene 4 The Campaign Scene 5 Success of the Campaign All the interactives can be used to introduce pupils to enterprise skills.
✓	✓		Marketing and advertising	Scene 1 The Advertising Agency Scene 2 Creative Brief Scene 3 Desktop Publishing Scene 4 The Campaign Scene 5 Success of the Campaign All the interactives can be used to introduce pupils to marketing and advertising.
✓	✓	✓	Designing your questionnaire	Scene 1 The Advertising Agency How to choose a sample size, effective closed questions and interpreting graphs.
✓	✓	✓	Explore needs wants and opportunities in the context of designing for markets	Scene 1 The Advertising Agency How to choose a target market.
	✓		Drawing up a specification for a product	Scene 2 Creative Brief Pupils use this activity to generate a brief using provided statements. They could then work in pairs to generate possible statements for a design brief (including some that will not work) and test it out on another pair.
✓	✓		Presenting food products	Scene 3 Desktop Publishing Pupils design a virtual magazine advert for food, choosing the photo, logo, font and text. Ask the pupils to show their adverts to the group and evaluate the use of the photo, the text and overall visual effect.
✓	✓		Select information sources, gathering and sorting data that help with designing	Scene 1 The Advertising Agency Use the activity to show how questionnaires can be developed to gather information, how the results are sorted and presented visually.

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✓	✓		Questioning techniques	Scene 1 The Advertising Agency How to use effective closed questions.
✓	✓	✓	Team and group working skills	Scene 1 The Advertising Agency Scene 2 Creative Brief Scene 3 Desktop Publishing Scene 4 The Campaign Scene 5 Success of the Campaign All the interactives can be used to introduce pupils to team and group working skills.
✓	✓	✓	Lifestyle researching	Scene 1 The Advertising Agency Use the activity to show how research is directed to find out about people, lifestyles and products. Questionnaires can be developed and results presented visually.
	✓	✓	Evaluating marketing	Scene 5 Success of the Campaign
✓	✓		Using ICT for researching	Scene 1 The Advertising Agency Use the activity to show how questionnaires can be developed and results presented visually. Show pupils other software that they can use for this.
✓	✓		Using ICT for modelling and desktop publishing	Scene 3 Desktop publishing Pupils design a virtual magazine advert for food, choosing the photo, logo, font and text. Ask the pupils to show their adverts to the group and evaluate the use of the photo, the text and overall visual effect. Ask the pupils to collect examples of food magazine adverts and describe which ones they think are most effective. <i>Who are they aimed at?</i> <i>What is the visual impact of the photo?</i> <i>Is there a memorable slogan?</i> <i>What could improve the advert?</i> <i>What are the legal requirements for a food product advert?</i>

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✓	✓		Using ICT to model costs	Scene 4 The Campaign Choose elements of a advertising campaign within a given budget. Use the modelling tool to work out the different number of ways the money could be spent, and the best option.
	✓		Promoting literacy - posing questions during market research and talking to users	Scene 1 The Advertising Agency Ask the pupils to devise questions to find out what people in a particular age group want, eg, in terms of taste, colour, cost. Different question formats could be used, eg, open, closed, rank order. When preparing to discuss their design with users, eg. parents of young children, or a person who buys food products, pupils will need to plan questions in advance. To check out the design criteria and the effectiveness of their design they might ask users - how would you modify our criteria? Why do you think our design would or would not work? What changes or improvements do you suggest?
✓	✓		Promoting literacy - recording specifications and planning marketing	Scene 2 Creative Brief
✓	✓		Promoting literacy and visual communication techniques	Scene 3 Desktop Publishing
✓	✓		Promoting literacy - language for learning during group reviews	Scene 1 The Advertising Agency Scene 3 Desktop Publishing Scene 4 Success of the Campaign After pupils have used the interactive to generate their marketing campaign. Ask pupils to work in groups to describe how their thinking has developed to this point, what the conflicts have been, and how they decided on a way forward. Designers often sit down together and 'crit' (criticise helpfully) each other's work. It is helpful to prepare the pupils by getting them to have all their work together, sorting it out in order, making sure the best ideas are shown clearly. Then each pupil starts by saying what they have done and what worries they have. Each pupil should try to give positive comments and criticism.

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	✓		Linking Citizenship - Designing for different needs, situations and lifestyles	Scene 1 The Advertising Agency Scene 3 Desktop Publishing Discuss how to design for others, what do they need to find out - how to empathise with people different from themselves.
✓	✓		Thinking skills - information processing skills	Scene 1 The Advertising Agency Pupils locate, collect relevant information, sort classify, sequence, compare and contrast.
	✓	✓	Thinking skills - reasoning skills	Scene 1 The Advertising Agency Pupils give reasons for opinions, to draw inferences and to make judgements, and use precise language to explain what they think
	✓		Thinking skills - enquiry skills	Scene 1 The Advertising Agency Pupils ask relevant questions, to pose and define problems, to plan what to do and how to research, to predict outcomes and anticipate consequences, and to test conclusions and improve ideas.
	✓		Thinking skills - creative-thinking skills	Scene 3 Desktop Publishing Pupils generate and extend ideas, apply imagination and look for alternative innovative outcomes.
	✓	✓	Thinking skills - evaluation skills	Scene 5 Success of the Campaign Pupils evaluate information, judge the value of what they read, hear or do, to develop criteria for judging the value of their own work and others' work or ideas, and to have confidence in their judgements.